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ABSTRACT

This fourth report of the Desegregation Monitoring and Advisory Committee examines the problems in the implementation of a desegregation plan for the St. Louis, Missouri public schools. The organizational role of administrative and volunteer personnel and the process of obtaining information through school visitation is discussed. Problems of meeting and exceeding target enrollments, delays in implementing specialized, enrichment and developmental programs in some schools, and the lack of effective enrollment reporting procedures are examined. Also discussed are problems and reforms in the school transportation system, (such as measures to relieve overcrowding), and the lack of adequate teaching space for special education students. Appendices include a list of reports requested by the committee; student enrollment data for special education classes according to school, area of exceptionality, and race; and information on the number of available teaching positions arranged by region, school and subject area. (JCD)

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ED210339

DESEGREGATION MONITORING AND ADVISORY COMMITTEE

Report No. 4

Submitted By

Edward T. Foote, Chairman

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November 18, 1980

in the cause of
Craton Liddell, et. al, Plaintiff

vs

The Board of Education of the City of
St. Louis, Missouri, et. al, Defendants

Federal District Court
Eastern District of Missouri
cause no. 72-100-C(C)

UD021771

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INTRODUCTION

St. Louis public schools have been open and operating 11 weeks under the Desegregation Order as this fourth report of the Desegregation Monitoring and Advisory Committee is filed. This Committee has been formed and working for almost five months.

What follows, therefore, builds on earlier Committee reports and other information already before the Court. Filed by the Chairman, as required under the Court Order, the report summarizes and highlights progress toward - and problems with - implementation of the Plan.

I will not repeat here from the earlier reports the general explanation of our reporting and other procedures, except to note again that any mistakes in this report are the Chairman's alone.

As described more fully below, the Committee now has refined considerably its system of gathering information. Although some of what follows is our assessment of information submitted by the Defendant Board of Education (the Board), we are now in a better position to compare it with our own information and observations, gathered independently.

I do not dwell at length on that which is going well in the schools. Much is, however. We have understood our responsibility primarily as being to compare what is happening with what the Plan and Court Order require, and calling attention in particular to any discrepancies we may find. The problems of implementation we cite should not obscure the good teaching and learning we have also observed.

GENERAL ADMINISTRATION

In the 60 days since our last general report, we have devoted much attention to our system of gathering information. As reported briefly in September, the League of Women Voters, St. Louis Chapter, has agreed graciously to assist us by providing volunteer observers. These observers now include 21 volunteers, five of whom are substitutes.

Most members of the Desegregation Committee have assigned to them one or two volunteer observers. We have met with these volunteers five times to acquaint them with our responsibilities and monitoring procedures. St. Louis is most fortunate to have an organization like the League of Women Voters to render assistance such as this.

Each member of the Committee now has the specific and continuing monitoring responsibility for approximately a dozen schools. These groupings of schools generally include two high schools, two or three middle schools, and the balance in elementary schools. Each grouping usually includes also one non-integrated cluster and one integrated cluster, thus assuring that each Committee member will have some continuing basis for comparison.

As reported earlier, Committee members have been visiting schools since they opened. Obviously, the status in schools has been changing, especially during the first few weeks of classes. Gathering information on implementation in great detail seemed better delayed until after an initial period of settling. Beginning last week, however, with the assistance of the League of Women Voters volunteers, we are revisiting all schools seeking more detailed information on all aspects of the Court Order. We have already revisited approximately 30 schools.

Our plan is to visit every school in the system approximately once a month for the rest of the school year. These visits will be guided by the use of two questionnaires which we have designed to elicit the information required under the Court Order. There is one questionnaire of 319 questions for regular schools and another of 289 questions for magnet, alternative and the vocational schools. Both questionnaires have four sections: one for teachers, one for principals, one for parents, and one for independent observations of the Committee member or observer. The teacher's section is further divided as follows:

1. Regular Classroom Teacher
2. Curricular Counselor
3. Enrichment Program Teacher
4. Title I Teacher
5. Special Education Teacher
6. Home Economics and Industrial Arts Teachers
7. Science Teachers
8. Librarians

In creating the questionnaire, we have coordinated with school officials to be familiar with the sources of information, and with representatives of Price-Waterhouse & Co., our consultant, whose advice has been helpful. We believe that our visits to schools with these questionnaires will provide information sufficient to do our job under the Court Order. If there is a special problem in any school, we are prepared to administer an additional specialized questionnaire.

Long before school opened, the Board divided its responsibilities under the Court Order into a series of objectives and responsibilities following the generally accepted practice of "management by objectives" (MBO).

Price-Waterhouse & Co., has been working closely with us and the Board to refine and coordinate these MBO plans so that the information that we need to do our job is available and timely.

We appointed a subcommittee of five to complete that work. The subcommittee chairman was Charles Brown; members included Mattie Divine, Cora Murchison, Les Neal and, ex officio, Lyn Bradney, Executive Director. The subcommittee, having met twice for several hours, reported its work to the full Committee on November 12, 1980. A copy of the final product, approved by the Committee, is attached to this report as Appendix One. As the reader will note, the MBOs can be useful in the following ways:

1. The Board can use them during implementation for reference and guidance in completing the scores of specific tasks required by the Order.
2. Our Committee can use them in guiding its monitoring tasks.

In addition to the reports already required by the Court Order, the Committee has requested 72 other reports for monitoring implementation. The Board is currently in the process of examining the Committee's list of requested reports to determine the type of information it can provide and the dates it will be available.

Committee Budget

The Danforth Foundation grant of $40,000 is now fully paid. The Court, by order of November 3, 1980, clarified obligations for payment of the other $40,000 of our $80,000 budget.

As of November 14, 1980, the Committee had expended $8,983.05 for staff salaries and related expenses, and $8,117.04 for all other expenses,

for a total of $17,100.09. The Board, acting as our fiscal agent, has detailed expenditure information available.

Committee Membership

Robert Mai resigned from the Committee on September 26, 1980, because of a potential conflict of interest between his responsibilities on the Committee and professional commitments. On October 23 the Court appointed Thomas Barry to replace him.

STUDENT POPULATION

The Board's October 30, 1980, report contains information on student population. I invite attention to the following highlights of that report:

System-wide

As of October 21, 1980, there were 62,750 students reported enrolled in the St. Louis School System, of whom 49,521 (78.74%) are black and 13,229 (21.06%), are white. The Board had projected a student enrollment of 63,012 for the 1980-81 school year.

Integrated Schools

Ten of the 34 elementary and middle schools targeted for integration do not fall within the Court's guidelines for stable "integrated" schools.

These schools are:

Hamilton Elementary (74.46% black)

Dewey Middle School (52.11% black)

Sherman Elementary (54.52% black)

Clark Elementary (71.79% black)

Wyman Elementary (58.80% black)

L'Ouverture Middle (52.52% black)

Hodgen Elementary (54.57% black)

Henry Elementary (59.50% black)

Clinton Middle (63.29% black)

Banneker Elementary (83.91% black)

Two schools not originally included in the integrated cluster plans do not fall within the Court's guidelines: Adams Elementary (69.78% black); McKinley High School (74.25% black)

Soldan, with a black student population of 62.10%, is the only one of four high schools targeted for integration which does not fall within the Court's guidelines.

"Overcrowding"

Of the 53 middle and elementary schools initially designated to remain nonintegrated, 40 are reported to exceed the Board's projected student enrollment figures submitted to the Court on May 21, 1980. The Board reports, however, that these projections were based on building use at 75% capacity; therefore, current enrollments which exceed the earlier projections do not necessarily signify that a school is overcrowded.

The October 30 Board report listed middle and high school enrollments by "advisories", or home rooms where students check in each morning for a few minutes. The report shows wide differences in the sizes of these advisories, suggesting overcrowding in some cases. The Board has informed us, however, and we have noted independently, that some advisories are held in school libraries or study halls. This accounts for the disproportionately large number of students shown in some rooms. Other classrooms listed in the Board's report contained 6-15 pupils. The Board has informed us that these probably represent special education classrooms.

From the information provided, we are unable to assess accurately how many students are in what kind of classrooms. We note several problems with the Board's current required system of reporting enrollment under the Court Order:

1. Middle and high school enrollments are measured by advisories, which may not be instructional areas, as described above. Since the Board measures "overcrowding" on the basis of pupil-teacher ratios in instructional areas, the number of students reported per advisory is ambiguous.

2. The Board's enrollment tables do not designate classroom by type of use, with the exception of kindergartens. Because there are different pupil-teacher ratio requirements, depending upon grade level and special education regulations, we are unable to assess the degree of overcrowding.

3. The Board does not report the number of teachers and aides per classroom; therefore, we are unable to assess the pupil-teacher ratios.

Although the information reported is thus subject to various interpretation, our own observations of schools lead us to believe that several schools on the north side of the city - particularly middle schools and Northwest High School - are in fact overcrowded. (We have received several

reports of smaller classes held in converted storage closets, a nurse's office and a teachers' lounge.) The Board reports that inadequate space in some schools has presented problems.

Magnet Schools

As of November 17, 1980, the Board reports that these 11 of the 15 magnet schools still had some openings: The Center for Business, Math, and Finance; The Math and Science High School; the Visual and Performing Arts High School; the Academic and Athletic Academy; Ames Center; the Classical Junior Academy; Mallinckrodt Academy of Basic Instruction (ABI); Stix School; Wade School; Waring and Wilkinson Center.

However, seven of these 12 schools are within 30 students of meeting their target enrollments. These are the Math and Science High School, the Visual and Performing Arts High School, Ames Center, Stix School, Mallinckrodt Academy of Basic Instruction, Wade School and Waring Academy of Basic Instruction.

One school exceeds target enrollment levels: the Visual and Performing Arts Center.

Thirteen of the 15 Magnets fall within 10 percentage points of having racially balanced populations of 50% white and 50% black students. The Board now reports none of the schools exceeding the allowable racial variance of no more than 70% of any race.

The Board reports that since September 19, the following ten magnet schools had admitted 321 additional black students under the 20% variance guidelines approved by the Court:

Ames - 40 students

Center for Business, Management, and Finance - 28 students

Montessori - 38

Academic and Athletic Academy - 45

Math and Science High School - 38

Visual and Performing Arts Center - 14

Stix - 26

Visual and Performing Arts High School - 40

Wade - 22

Wilkinson Center - 30

Total = 321 students

As of November 4, 1980, the waiting list for magnet school admission was as shown below:

SCHOOL	BLACK	WHITE
Business, Management & Finance	223	0
Health Careers	2	0
Math & Science	286	0
Visual & Performing Arts	306	12
Ames	482	2
Montessori	131	1
Academic and Athletic	70	2
Madison	364	19
Mallinckrodt	366	0
Shaw	849	22

Stix	1052	2
Wade	747	0
Waring	556	0
Wilkinson	248	2
Totals	5,692	62

The Board informs us that the waiting list remains despite current openings because the grade levels openings do not coincide with the grade levels of applicants.

Because of this, we have recommended that the Board should consider creation of additional specialized programs for the students who want to attend a magnet school, but due to space limitations or federal regulations do not have the opportunity to do so.

Classical Academy

The Classical Academy seems to exist in name only. We have observed that there are no separate, specialized classes for Classical Academy students. The Board reports that since enrollment in the Classical Academy has been increasing steadily, implementation of the specialized classes has been delayed until school administrators can assess what distinct classes can be provided for enrollees for the remainder of this semester and the specific courses and programs that will be established for the second semester. We noted that Classical Academy students were given additional homework in their regular classes to compensate for the lack of specialized classes.

Specialty Programs

Two of the five specialty part-time programs have been implemented, the Board reports, with current enrollment and racial composition of students, as follows:

	Black	White
Shaw School Mass Media Program	57	43
McKinley High School Mass Media Program	22	23

Three specialty programs -- Junior ROTC, Public Safety and Transportation -- have been delayed because of the need for extensive coordination with related public agencies and lack of funding. The Board reports that all three programs should be operational by the 1981-82 school year.

Enrichment and Developmental Programs

Implementation of the enrichment and developmental programs in schools that remain virtually all black has been delayed. The Board has given a number of reasons for this, but it was not until very recently that much "enrichment" was happening anywhere in the system. (The term "enrichment and developmental" as used by the Board in its Plan and implementation includes those programs earlier designated compensatory and remedial.)

Earlier this month the Board reported to us that there were 54 "labs" in the elementary schools in the system, distributed as follows: Area I, 20; Area II, 21; Area III, 13. Of these, 39 are in writing, 10 in science, and three in mathematics. Two of the three newly opened schools have not chosen a model. The secondary schools offer a total of seven enrichment

and developmental labs: one at Northwest; two at Beaumont; two at Sumner; one at Central, and one at Vashon.

As of that Board report, 46 enrichment and developmental programs were operational and serving students. The others were not operational, the Board reports, because they were in schools recently opened or because they did not have teachers. We have learned from our own visits that several programs lack physical space or supplies.

We have also noted some confusion of purpose concerning enrichment programs. Although we have understood these enrichment programs to be for all students in nonintegrated schools, some seem to be designed to serve students who have been deprived educationally and therefore perform below accepted norms. We have understood that the special needs of such students are to be served through the Title I programs, not the enrichment programs, but this distinction has not been clearly made, or if made, not communicated.

For example, as practiced, some of these enrichment programs are of the "pullout" variety, meaning that specific children are removed from class for separate teaching, rather than the program's enriching the education of all children in the class. Perhaps understandably, but nevertheless a significant problem in the implementation of this part of the Court's Order, is the lack of clear communication about these programs. As recently as two weeks ago, the Board informed us that principals had not received enrichment program curriculum guidelines. We have observed enrichment teachers "winging it".

From several schools, we have reports of inadequate resources for enrichment programs. These inadequacies are sometimes contrasted with well financed and stocked Title I programs in the same schools.

The Board reports that some enrichment programs did not have aides assigned, as required by the Plan, and that complying with "comparability" requirements has compounded the problems of providing aides. We understand the explanation but point out the resulting educational difficulties.

Special Education Enrollment

Special education enrollment by school and by race, as reported by the Board, is found in Appendix 2.

Since the beginning of the school year, a total of 134 special education students have been transferred to different schools. The Board reports that such transfers were necessary to alleviate overcrowding and to consolidate units when fewer special education students enrolled than anticipated.

We have noted that the distribution of special education students is uneven. As many as 70-80 such students are placed in some schools and few, if any, in others. These assignments have resulted in some overcrowded special education classrooms, as described in the "Renovations" section of this report. At least one school has reported that space limitations have foreclosed the opportunity for special education students to be "mainstreamed" into the physical education and art classes.

TRANSPORTATION

By latest report, the Board has changed a total of 991 routes and pickup points since the opening of school. These changes resulted from investigations of unforeseen developments since approval of the original transportation plan; the reopening of four schools to relieve overcrowding;

transfers of regular, special education, and magnet students; hazardous conditions; consolidation of routes, and verification of students' walking distances exceeding the one mile or two mile limits. The Board continues to make route changes as it examines complaints and alternatives.

The Board reports that it has assigned after school activity buses to Cleveland; Roosevelt; Soldan; Southwest; Sumner; Business, Management and Finance; Math and Science, and the Visual and Performing Arts High Schools, as required by the Plan. However, we have received at least two reports from middle schools that there is no after-school transportation, even though one of the principals has requested it.

Special education students have presented special problems. The Board is now using 20 buses to transport physically handicapped, visually-impaired and hearing-impaired students. At last report, 47 special education students were getting to school by taxi-cabs. Several principals have reported to us that cabs are often delayed in picking up students. The principals have complained to the cab company, but an effective solution has not been found.

The Board reports that it has received approximately 1,000 additional requests for special education transportation, although this figure may include some duplication. Our observations reinforce these reports. Many principals told us that several special education students they thought needed transportation are not receiving it.

As of this writing, approximately 77 students travel by taxi, including the 47 special education students. The Board reports that students receive taxi service only when other forms of transportation are not feasible. Approximately 177 students who had been traveling to school by taxi earlier are doing so no longer. The number of taxied students

does include the six white students from St. Louis County who are attending city schools voluntarily.

The Board reports that 3,233 students receive bus passes. We have reports that some permissive transfer students who do qualify for a pass have not received them. Likewise, we have received a number of complaints that some students who live more than two miles from school or who attend an alternative school, but have not been reassigned under the Order, do not receive transportation and must pay the daily cost of traveling to and from school.

We have many reports of buses which are overcrowded, while others seem half empty. In one case, 80 middle school students are reported as transported on one bus; in another, 68 elementary school children are on one bus. Even buses loaded according to the capacity guidelines outlined in the Plan, particularly those transporting elementary school students, appear quite crowded. We have received reports of children riding standing up. The Board has corrected some of these problems of overcrowding, but others remain.

Although not specifically part of the Plan, "bus supervisors" are part of its implementation in fact. These are the people assigned from each school to meet the buses when they arrive. We have some reports that these supervisors are not always present. The result, as reported, is that some students wander away from school when they get off the bus.

For the first few weeks, we noted that many buses lacked student manifests. The Board explained that this was due to the many transfers and route changes. As of October 11, 1980, the Board reported that all buses had manifests. We have had a few reports to the contrary recently. However, the Board reports that manifests are being revised again and that new copies should be distributed soon.

Earlier reports about missing bus monitors have decreased substantially in recent weeks.

SECURITY

On Thursday, October 2, several fights occurred at Cleveland High School. A brick thrown through the window of a bus transporting students from Cleveland later that day aggravated the situation. (Police reported that non-students probably threw the brick.) As widely reported in the press, there followed several days of confrontations, tension and community concern. Many students stayed away from class.

The Board assigned two additional teachers, four more roving guards, and 18 additional support staff for the week of October 6. Dr. William Maynard, a desegregation expert from Seattle, consulted with school officials and stayed at the school for two weeks. On October 6, Charles Sims, assistant Area III Superintendent, replaced principal Albert Reinsch as acting principal. On November 17, 1980, Maurice Grant replaced Mr. Sims as acting principal.

By October 20, most of the students who had stayed away from school had returned. Our latest reports from Cleveland are positive. The situation is much improved.

STUDENT DISCIPLINE

The Office of Special Student Concerns reports that it has developed pilot programs designed to improve student discipline and decrease the number of students suspended from school for misbehavior. These programs are:

1. The Counseling and Tutoring Services (C.A.T.S.), designed to assist students experiencing difficulties in school,

2. The Save Our Students Center -- In-School Suspension Room.

The Board reports it has implemented two of these programs in each of the four areas.

STAFF ASSIGNMENTS

Certificated and Noncertificated Personnel

The October 30, 1980, School Board report shows that many schools are not in compliance with the "Singleton" Plan for racially balanced certificated staff assignments. The schools are listed in the Supplemental Report of the Board of Education of St. Louis submitted to the Court on November 4, 1980.

As noted in that report, no exceptions would exist if the 15% variance, recently approved in the Chicago case, had been applied to these assignments in St. Louis.

The Board's October 30 report also shows that eight schools are out of "Singleton" balance in non-certified staff assignments.

Teacher Openings

The Board still reports some teaching positions open. As of November 13, there were 49 openings, of which 26 were at the secondary level and 23 were at the elementary level. The open positions by subject and school reported by the Board are listed in Appendix 3.

STAFF DEVELOPMENT AND INSTRUCTIONAL SUPPORT SERVICES

The Board reports that it has held staff development sessions for 28 elementary, all 23 middle, and 12 secondary schools. These have included: self-esteem and student discipline programs; orientation sessions for middle school principals and facilitators; communication skills; stress management and conflict management workshops; human relations and multi-ethnic education classes, among others. The Board reports also it has held several in-service training sessions for noncertified personnel, including security staff, food service personnel, bus drivers, and clerical workers.

CURRICULAR DEVELOPMENT

The Board reports that last summer, with the help of Local 420, it convened five teachers for the purpose of examining the K-12 curriculum using the California Achievement Test as a guide. This teacher committee identified curriculum areas for revision and/or further development. The committee also examined the desegregation instruction program to provide suggestions. The Board reports that these suggestions were incorporated in the final revision of the Plan.

At the K-5 level, the Board identified language arts and mathematics as the primary areas of concern. The Area Superintendents, in cooperation with Local 420, will identify six-to-eight people to serve on a committee to review the language arts curriculum and a like number to review the mathematics curriculum.

The Board has formed middle school and high school curriculum coordinating committees.

Principals of the schools at which we administered questionnaires were working on their own plans to improve curricula but some were unaware of system-wide curricular development plans.

TITLE I

All St. Louis public schools are initially eligible for Title I services, although not all schools are funded. All elementary schools have Title I reading and math programs. All high schools, with the exception of Metro, will have Title I programs. Metro and Enright will not receive funds because their students received scores above the cutoff point on the qualifying test.

PARENT COMMUNITY ADVISORY COUNCIL (PCAC)

Since our last report, Superintendent Wentz presented to the Board a revised proposal for the PCAC. A number of parents and parent representatives objected to the proposal. The Board reviewed the revised proposal at its October 14, 1980 meeting, but tabled a decision for further evaulation.

RENOVATIONS

The Board informs us that the renovations required under the Plan will be completed as presently scheduled, although the original schedule was changed earlier. As of now, the Board reports that all schools will be renovated by the end of January, 1981. However, three schools will not be renovated by their targeted date for completion: Montessori, which is

currently 20% completed; the Classical Academy which is 5% completed, and the Business, Management and Finance High School which has 10% of the renovation work completed.

The renovation projects have been educationally disruptive in many schools. We invite attention in particular to renovations of science laboratories, libraries and home economic and industrial arts facilities. We have received complaints, particularly from middle schools, that the laboratory components of the science, home economics, and industrial arts courses are only partially implemented in some schools, and are virtually nonexistent in others. The Board has reported that 17 of the 23 middle schools needed some renovation.

Another renovation problem in many schools, particularly the non-integrated middle schools, and reported by several parents and teachers, concerns teaching areas for special education students. The combination of the Desegregation Plan and the new "mainstreaming" legislation has presented difficulties. For example, it is not uncommon for two different classes of a dozen or so special education students to be housed in the same classroom and conducted at the same time. We have observed and received reports of teachers using bookshelves to separate classes in already small classrooms; others report using portable partitions which are not soundproof; still others have no partitions. The Board reports that it is addressing this problem, often by constructing partitions; but as late as last week, delays in solutions were hampering effective education of these students.

Less directly affecting education, but still important, is the installation of lockers at some schools. The Board reports that 50% of the installation work has now been completed, but that all schools will eventually have lockers. Until then, at least one school will continue to use cardboard boxes for storage purposes.

TEXTBOOKS AND SUPPLIES

The majority of schools in which we administered questionnaires report insufficient numbers of textbooks or textbooks which are in poor condition.

Some middle schools report that they lack home economic and industrial arts equipment. Teachers are sometimes proceeding with the lab portion of these courses despite insufficient equipment; others have simply delayed the laboratory portion of classes.

Many enrichment teachers report that they neither have a sufficient number of textbooks nor have been provided with the supplies necessary to conduct their program.

Interdistrict Planning

During the weeks since I filed my interim report on planning toward a "voluntary, cooperative" interdistrict plan of desegregation, activity has intensified.

Last Friday, I attended a meeting of representatives of the State of Missouri, the Board and the United States, the three parties the Court has ordered to report by December 15, 1980, on progress toward a "voluntary, cooperative" interdistrict desegregation plan. This week, even as this report is being filed, the State is preparing a full draft of the ideas that have emerged from earlier discussions.

The State will circulate the resulting draft to all of the St. Louis County school districts. Commissioner Mallory plans to invite comments from County superintendents after they have had an opportunity to review and to meet with any who may wish to do so.

TF:tbf

APPENDIX 1

DESEGREGATION MONITORING AND ADVISORY COMMITTEE
LIST OF DESIRED REPORTS

ly 30 Report

eference			MBO Reference					
e	Item	Attachment I Excerpt	Item	Page	Desired Report - Description	Frequency	Type	Date Available
		Schools Not in Clusters						
		Court Order						
1	1	. The Board is directed to keep the Adams School open and operating during the 1980-1981 school year as a grade K-8 school.	-	-	1. N/A--Historical Activity.			
1	2	. On or before January 1, 1981, the board will prepare and submit to the Court a proposal for the future use of the Adams School. This should include a cost analysis for any renovation which may be necessary and an evaluation of the efforts necessary to maintain the Adams School as a stably-integrated facility.	-	-	1. Report as indicated in court order.	1/1/81		
		Student Assignments						
		Plan						
1	3	. Students in integrated clusters will be reassigned to schools within the cluster by race and grade to achieve the desired racial balance in each school within the capacity of the facility.	-	-	1. Student cluster reassignments by block matrix plan--procedure and racial breakdown by grade levels--comparative.	Annual/ as needed		
					2. Student integrated cluster enrollment by school, grade, race--comparative.	Quarterly		
1	4	. Students in non-integrated clusters will be assigned to a school by grade based upon their home school and the capacity of each facility.	-	-	1. Student non-integrated cluster enrollment by school, grade, race--comparative.	Quarterly		
		Cluster Transportation						
		Plan						
1	5	. Students will be transported to schools if they live more than one mile from their assigned school.	-	-	1. Assignment for student transportation by block matrix system and radial mile measurement (explanation of procedure and racial breakdown by grade level).	Annual		
					2. Assignment of special education students for transportation--explanation of procedure and racial breakdown.	Annual		

ıly 30 Report eference ge	Item	Attachment I Excerpt	MBO Reference Item	Page	Desired Report - Description	Frequency	Type	Date Available
					3. Assignment of kindergarten students for transportation--explanation of procedur and number transported.	Annual		
					4. Number of transportation requests implemented since beginning of school year, based on mileage (e.g., since the beginning of school year, requests for transportation have been implemented, affecting black elementary and white elementary students, etc.)	Quarterly		
					5. Number of special education transportation requests since the beginning of the year and number of students affected.	Quarterly		
	6	. Students currently transported due to overcrowding may exercise a one-time option of returning to his/her home school for appropriate reassignment.	-	-				
		Magnet School Enrollment						
		Plan						
	7	. School officials will monitor and control magnet school enrollments to ensure that these schools are at all times racially integrated.	7.05.01-.03 7.21.08	7 37	1. Magnet school enrollment by race and grade--comparative.	10/1 & 2/1		
					2. Which schools used 20% variance to admit additional students and how many (racial breakdown) admitted under guidelines.	10/1 & 2/1		
		New and Expanded Specialty Programs						
		Court Order						
	8	. The Board will continue to study and evaluate the compensatory and remedial educational programs described in the Plan and will recommend, for approval by the Court, such modifications and improvements, as appear advisable, to achieve the goals stated by the appellate court.	7.48	86	1. Formal written report on status of compensatory and remedial educational programs.	Annual with an updated abbreviated report at semester break		

July 30 Report

Reference Page	Reference Item	Attachment I Excerpt	MBO Reference Item	MBO Reference Page	Desired Report - Description	Frequency	Type	Date Available
		Recruitment and Counseling Center						
		Plan						
2	9	. A central office for recruitment and counseling must be established.	7.07.01-3	9	1. Report on number of students counselled by each center and number of resulting placements, by race.	9/1 & 2/1		
2	10	. Four satellite offices must be set up during the summer of 1980.	7.07.03	9				
		Vocational Education						
		Court Order						
2	11	. Board will develop and submit to the Court by December 15, 1980, a plan for the consolidation or merger and full desegregation of the separate vocational education programs.	7.50	88	1. O'Fallon enrollment for each quarter each year by grade, race comparative.	10/1 & 2/1		
					2. Report as indicated in court order.	12/15		
		Plan						
2	12	. Efforts must be made to attract whites to the vocational education program at O'Fallon High School.	-	-	1. Formal written report on the efforts to attract whites to the vocational educational program.	Annual		
		Program for Improving Student Discipline						
		Plan						
		. St. Louis Public Schools will attempt to forestall disciplinary problems by taking the following actions:						
2	13	- identify the underlying problems and issues of disruption and inappropriate school behaviors.	-	-	1. Report describing the study efforts and techniques.	Annual		
2	14	- develop and implement three pilot programs which will serve as alternatives to punitive measures.	7.45 (1)	79	1. Report describing the pilot programs ongoing for results by number of cases.	Annual & Semiannual		
2	15	- involve school personnel, parents, students, and others in the development of these alternative measures.	7.45 (5)	83	(To be included with above)			

July 30 Report Reference			MBO Reference					
Page	Item	Attachment I Excerpt	Item	Page	Desired Report - Description	Frequency	Type	Date Available
2	16	- develop inservice training programs in human relations and programs which address the disproportionate numbers of minority students involved in disciplinary procedures.	7.45 (4)	82	1. Report by staff development and instructional support services and/or director of program for improving student discipline on activities aimed at addressing this problem, including a description of the development and delivery of inservice programs.	Biannual		
2	17	- develop a system for monitoring disciplinary procedures and actions in all schools.	7.45 (3) 7.21.1[illegible]	81 38	1. Report showing documented incidents by school, type, discipline, race.	Quarterly		
					2. Report describing the system which has been developed for monitoring disciplinary procedures.	Annual		
		ESAA Compliance Activities						
		Court Order						
3	18	. The U.S. Department of Education is required and urged to expedite the processing of the Board's application for ESAA funding.	-	-	1. N/A - Does not address the board.			
3	19	. The Department is requested to report on its action by July 1, 1980.	-	-	1. N/A - Does not address the board.			
		Plan						
3	20	. Educable Mentally Retarded (EMR) students must be reassigned to regular high schools for EMR classes.	7.15	27	1. Number of EMR enrollments by race, school, compared to year prior to implementation.	Annual		
3	21	. A new program, the Center for Instruction in English as a Second Language, will be introduced. Under this program, the district will:	7.44	78				
3	22	- identify all students whose home language is not English.	7.44.01	78	1. Report on methodology employed.	Annual		
3	23	- assess such students for language proficiency.	7.44.02-3	78	1. Report on results, number tested, needing instruction, by school, by language.	Annual		
3	24	- provide bilingual teachers, tutors or aides.	7.44.01-5	78	1. Number of classes, teachers, tutors, aides.	Annual		

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Reference			MBO Reference					Date
age	Item	Attachment 1 Excerpt	Item	Page	Desired Report - Description	Frequency	Type	Available
3	25	- provide parents of such students with information on this program.	-	-	1. Copy of brochure sent to parents.	Annual		
		Permissive Transfers						
		Court Order						
3	26	. No inter- or intra-district permissive transfer will be permitted which will increase the segregated nature of either the sending or receiving school.	7.02 7.01.04 7.21.11	3 1 37	1. Report on number of requests, number of rejected and accepted, race, school.	Annual		
		Plan						
3	27	. Students may be permitted to transfer to any regular school in which the student would be a minority.	7.02.04	3	See Above			
3	28	. Space will be made available in the school where the student desires to attend, and free transportation will be provided.	7.02.06	3	See Above			
3	29	. The Board of Education will notify all students of this permissive transfer policy prior to September 1, 1980.	7.02.01	3	1. Copy of memorandum notifying students.	Biannual		
		Hardship Transfers						
		Plan						
3	30	. Transfers from the student's regular school which would be contrary to the permissive policy may be allowed due to hardship.	7.03	4	1. Similar report as permissive but provide by reason, by race.	Annual		
4	31	. Requests for transfer will be investigated and verified by a school official who will be assisted by a physician, psychiatrist, psychologist, nurse or other appropriate personnel.	7.03.02	4	Not applicable			
4	32	. A five member biracial Hardship Transfer Committee shall then consider the request.	7.03.03	4	Not applicable			
		Staff Assignments						
		Court Order						
		. The Board will assign its faculty and staff in accordance with the following provisions:						
4	33	- All principals, teachers, and other certified staff who work directly with children at school will be assigned so that in no case will the racial composition of a staff indicate that a school is intended for black students or white students.	7.08 (1)(2)(3)	10-15	1. Report on certificated staff, both authorized and actual (will give information on teacher and certificated staff shortages), by school, by race, compared to prior years.	10/30 & 3/31		

July 30 Report Reference			MBO Reference					
Page	Item	Attachment I Excerpt	Item	Page	Desired Report - Description	Frequency	Type	Date Available
					2. Report on teachers by classroom.	10/30 & 3/31		
4	34	- The same criteria will apply to non-certified personnel.	7.08 (4)(5)	16-18	1. Report on non-certificated staff, both authorized and actual, by school, by race, compared to prior years.	10/30 & 3/31		
4	35	- The Board will, to the extent necessary to carry out the Desegregation Plan, direct members of its staff, as a condition of continued employment, to accept new assignments.	7.08.10 7.08.11 7.08.12 7.08.24 7.08.08	11 14 14 15 17	1. A copy of the directive for continued employment.	Annual		
		Plan						
4	36	. Staff assignments will be made per paragraph 13 of the Court Order.	7.08	10-17	See above			
		Staff Development						
		Plan						
4	37	. Staff development activities will be implemented for new and expanded instructional programs and community and human relations.	7.16	28-30	1. Formal report on staff development activities for new and expanded instructional programs and community and human relations.	Biannual (not cumulative)		
4	38	. Prior to the opening of school, staff development programs will be conducted to provide staff with the understanding and skills necessary for the functioning of each specialty program described in Section IV of the Plan.	7.16	28-30 28-30 28-30	See above, provided in first report.			
4	39	. Prior to the opening of school, training programs will be conducted which address some immediate needs of community and human relations. The programs and participants are detailed on page 54 of the Plan.	7.16		See above			
4	40	. Upon the opening of school, additional programs are to be conducted for the staff and volunteers as listed on page 55 of the Plan.	7.16		See above			
		School Development Planning						
		Court Order						
5	41	. The Board of Education should continue to study curricula in order to improve the quality of education.	7.47	85	1. Formal written report by Stodghill's Office on Curricular Development	Annual		

July 30 Report Reference Page	Item	Attachment I Excerpt	HBO Reference Item	Page	Desired Report - Description	Frequency	Type	Date Available
		Plan						
5	42	. The goal of this program is to develop individual school plans with curriculum and instructional materials based upon the new instructional focus as defined by the plan. This activity should be undertaken during the summer of 1980.	7.14	25-26				
		Transportation						
		Plan						
5	43	. Adult supervision will be provided on each bus.			1. Report detailing: Bus route, monitor (yes or no), number of students by grade level (type of run) and race.	Biannual		
5	44	. No more than 44 middle/high school students will be transported on a bus.						
5	45	. No more than 65 elementary (Kindergarten through 5) students shall be transported on a bus.						
5	46	. Pick up points for children in integrated and non-integrated clusters shall be at neighborhood locations.			1. School board will make bus manifests available to the committee.	Quarterly		
5	47	. Transportation will be provided for field trips for elementary, middle, and high school students.			1. School board will make bus schedule for all field trips available to the committee.	Annual		
5	48	. Changes in the transportation system shall be made consistent with the spirit of the desegregation plan and consistent with the need to use the most practical transportation methods with a minimum of hardship.	7.04	5-7	1. Report to committee on route changes since the beginning of the year based on factors other than mileage (provided by report for item 5) by race and grade level.	Quarterly		
5	49	. Elementary children in integrated and non-integrated clusters who live more than one mile from their assigned school will be provided transportation.			See reports for items 43, 44, and 45--will use block matrix figures to guage Board's success in meeting requirements (e.g., 17 block matrix figures indicate 100 students should be transported in a neighborhood and only 25 are bused, the committee can estimate whether and to what extent the Board is meeting requirements.	Biannual		
5	50	. High school students affected by mandatory desegregation in integrated and non-integrated clusters who live more than two miles from their assigned school will be provided transportation.						
5	51	. Transportation, subject to the same distance requirements, will also be provided to students in magnet schools or to those exercising the permissive transfer option.						

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Reference Page	Reference Item	Attachment I Excerpt	MBO Reference Item	MBO Reference Page	Desired Report - Description	Frequency	Type	Date Available
		Safety, Security and Student Welfare						
		Plan						
6	52	. To ensure a secure learning environment in each school, each school staff must develop its own school security plan. This plan will include: - routine procedures. - contingency plans for emergency conditions.	7.20	36	1. Formal written report on status of all school plans	Annual		
6	53	. Adult supervision must be provided for students on each bus.	-	-	1. Covered by reports for items 43, 44, and 45.	Biannual		
		Community Relations Program						
		Court Order						
6	54	. The Board will seek the assistance of civic groups in informing the community of the essential facets of the Plan and in enlisting the maximum support of the community to ensure a smooth and effective operation of the Plan.	7.18.03 7.18.06 7.18.07-8 7.18.10	32 32 33 33	1. Formal written report by Office of Public Affairs on related activities.	Annual		
6	55	. All persons will be guided by the consideration that the widest acceptance by the Community is essential to the Plan.	-	-	N/A			
6	56	. The Board must develop and submit to the Court by November 17, 1980, in conjunction with the Community Development Agency of the City of St. Louis, a suggested plan for insuring that the operation of federally-assisted housing programs in the St. Louis metropolitan area will facilitate the school desegregation.	7.54	94	1. Report as indicated by court order	November 28, 1980		
		Plan						
6	57	. The Public Affairs Division must institute a media campaign to minimize misunderstanding of the desegregation plan in the community.	7.18.02 7.18.06 7.18.10	32 32 32	N/A--Historic Activity N/A--Historic Activity N/A--Historic Activity			
6	58	. A series of summer meetings and workshops must be held for parents, students and volunteers.	7.18.09	33	N/A--Historic Activity			
6	59	. Open houses will be scheduled to acquaint parents and children with their new schools.	7.46.02	84	N/A--Historic Activity			
6	60	. Letters offering speakers to explain the Plan will be mailed to neighborhood organizations.	7.18.02	32	N/A--Historic Activity			
6	61	. "Straight Story Line," a rumor control system, will be implemented and volunteers will be trained to answer inquiries on this line.	7.18.02	32	Formal written report by Office of Pubic Affairs, summarizing activities and results of Straight Story Line.	Biannual		

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7	62	. Weekly reports must be submitted to the public affairs administration.	7.18.07	33	See report for item 61 above.			
7	63	. A log of telephone calls will be tabulated, categorized and evaluated with word processing equipment. Responses to telephone calls must also be documented.	-	-	See report for item 61 above.			
7	64	. The "First Day of School Staff" will be requested to:	-	-	N/A--Historic Activity			
		- ride the buses with students on the first day of school.			N/A--Historic Activity			
		- write letters to evaluate the success of the first day experience.			N/A--Historic Activity			
		- assist in organizing new parent groups; weekly evaluation reports will be submitted.			N/A--Historic Activity			
7	65	. Newspaper advertisements and public service announcements for television and radio will be placed to remind the community of the phone numbers to call for desegregation information.	-	-	N/A--Historic Activity			
7	66	. Other media devices will be employed as detailed on page 63 of the Plan.	-	-	N/A--Historic Activity			
		Parent Organizations						
		Plan						
7	67	. New parent groups will be organized at the following levels: - local school - area - city-wide	7.19	34-35	1. Status report on parent organizations by Office of Public Affairs.	Biannual		
7	68	. Efforts must be made to improve the overall coordination of parent group activities.	7.19	34-35				
		Involvement of Suburban School Districts						
		Court Order						
7	69	. The Board must make every feasible effort to work with the appropriate school districts in St. Louis County and to develop, for 1980-1981 implementation, a voluntary, cooperative plan of pupil exchanges which will assist in alleviating the school segregation in the City of St. Louis, and which also insures that inter-district transfers will not impair the desegregation of the St. Louis school district ordered herein.	7.49	87	1. Court report as indicated.			

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Reference Page	Reference Item	Attachment 1 Excerpt	MBO Reference Item	MBO Reference Page	Desired Report - Description	Frequency	Type	Date Available
7	70	. This plan must be submitted to the court for approval by July 1, 1980.	-	-				
8	71	. The Board must develop and submit to the court by March 9, 1981, a suggested plan of inter-district school desegregation necessary to eradicate the remaining vestiges of government-imposed school segregation in the City of St. Louis and in St. Louis County.	-	-	1. Court report as indicated.	Nov. 17, 1980 - Interim Report 2/1/81 - Feasibility plan 3/9/81 - Substantive report		
		Plan						
8	[illegible]	. The Board will make efforts to obtain the involvement of suburban school districts per paragraph 12 of the Court Order.	7.49	87				
		Implementation, Monitoring and Evaluation						
		Court Order						
8	73	. The Board will not discriminate on the basis of race in the operation of its public schools.	-	-	Copy of school board's affirmative action plan	Annual		
8	74	. All construction of new schools, additions to old schools, closings of existing schools, sales or leases will be submitted to the Court with notice given to all parties and will not be carried out without prior approval of the Court.	-	-	Report as indicated in revisions to plan.			
8	75	. The Desegregation Plan is approved for implementation at the commencement of the 1980-1981 school year. The Board is ordered to immediately undertake all steps necessary to the smooth and efficient implementation of the plan.	-	-	Not applicable.			
8	76	. The Board will operate its schools in accordance with the said Desegregation Plan.	-	-	Not applicable.			
8	77	. A broadly based monitoring committee of citizens residing in the City of St. Louis will be appointed by the Court.	-	-	Not applicable.			
8	78	. Dr. Gary Orfield will continue to assist the Court as its expert with regard to the implementation phase and further will provide assistance to the monitoring committee and to the parties particularly in connection with the plan of inter-district cooperation and development of vocational program for city and county combined. Expenses and fees for these services will be paid one-half by the state and one-half by the Board.	-	-	Not applicable.			

July 30 Report Reference Page	Item	Attachment I Excerpt	MBO Reference Item	Page	Desired Report - Description	Frequency	Type	Date Available
		Plan						
8	79	. The district will review annually the racial enrollments of schools to determine adjustments to provide continuing integration. Adjustments will be made to schools whose enrollments have changed more than 15% above or below the 50% to 70% white target level.	7.21.27-31	40	Provided in report of revisions to plan.			
8	80	. If a residential area becomes naturally integrated such that a 50% to 70% white enrollment level would be reached in school, the school may be taken out of its cluster and allowed to operate as a neighborhood school.			See item 79 above--provided in revisions to plan.			
9	81	. The Support Services Administration will make recommendations to the appropriate administrators with regard to modifications in the desegregation services and programs as necessary for the purpose of the Plan.	-	-	Same as above.			
9	82	. The monitoring function will provide for ongoing services and reporting of all aspects of the Plan. Information to be gathered includes: - problem areas and concerns needing administrative review and action - progress reports regarding the implementation of the plan. - planning support documents to assist administrators in their review, modification, and development of the plan from year to year.	7.21	37-41	As currently provided.			
9	83	. The Evaluations Division will conduct a comprehensive evaluation and audit of the desegregation plan. The evaluation and audit will include a review of planning efforts and implementation, as well as an analysis of the effects of desegregation of the educational process.	7.23	44	1. Copy of formal written report by evaluations division (clarification needed on "audit")	Annual		
9	84	. School buildings not utilized under the plan may be considered for sale or lease by the district. Conditions of the sale or lease are contained in Paragraph 6 of this section of the Plan.	-	-	1. Report of considerations for sale or lease.	Annual		
		Financial Requirements						
		Court						
9	85	. The Board's desegregation budget, as set forth in the Plan, is approved subject to the requirement that continued efforts be made to reduce the actual costs of implementation without impairing the quality of the Plan's components.	-	-	1. Formal written report on plans, efforts, activities and results of activities related to reducing desegregation costs.	Annual		

July 30 Report Reference			MBO Reference					
Page	Item	Attachment I Excerpt	Item	Page	Desired Report - Description	Frequency	Type	Date Available
9	86	. With respect to the part of the Plan pertaining to pupil transportation costs, the Board is directed to investigate further ways to reduce the actual costs of transportation. A report must be made to the Court on these efforts by June 16, 1980.	-	-	Same as above.			
9	87	. The Board is directed to transfer $4,668,000 from its debt retirement account to the building and renovation account to be applied to necessary building modifications.	-	-	Not applicable.			
9	88	. The State of Missouri is ordered to fund one-half of the cost of implementing and operating the Plan as detailed in paragraph 7 of the Plan. The State is directed to report to the Court by July 1, 1980, the amount of funds available and when they will be paid.	-	-	Not applicable.			
10	89	. The Board will develop and submit a plan to the Court by July 1, 1980, which expands programs and schools so that all schools in the City of St. Louis may be eligible for Title I funding for the 1980-1981 school year under Title I of the U.S. Elementary and Secondary Education Act of 1965.	-	-	Report as indicated in plan.			
		Plan						
		. Not addressed.						
		Reporting Requirements						
		Court Order						
		. On each October 30 and March 31 the Board will file with the Court a report setting forth the following information:			Report as indicated in plan.			
10	90	I. - the number of students by race enrolled in the school district; - the number of students by race enrolled in each school in the district; and - the number of students by race enrolled in each classroom in each of the schools in the district as well as the race of the teacher in each such classroom.	7.21.07	37	Report as indicated in plan.			
10	91	II. - the number of full time teachers by race in the school district; - the number of full time teachers by race in each school in the district; - the number of part time teachers by race in the district; and - the number of part time teachers by race in each school in the district.	7.21.16	38	Report as indicated in plan.			

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Reference Page	Reference Item	Attachment I Excerpt	MBO Reference Item	MBO Reference Page	Desired Report - Description	Frequency	Type	Date Available
10	92	III. Describe the requests and the results which have accrued, by race, under the majority to the majority transfer provision which is a part of the plan.	7.02.05 7.21.08	3 38	Report as indicated in plan.			
10	93	IV. State the number of inter-district transfers granted since the plan became effective, the race of the students who were granted such transfers, and the school district to which the transfers were allowed.	7.21.30	40	Report as indicated in plan.			
10	94	V. Give a brief description of any present or proposed construction or expansion of facilities.	-	-	Report as indicated in plan.			
11	95	VI. State whether the school board has sold or abandoned any school facility, equipment, or supplies having a total value of more than $500.00 since the plan became effective. Notwithstanding anything to the contrary which may be contained in the official Plan, the children who live in the Ames School attendance area who do not attend the magnet school there will be assigned to the Clay School.	-	-	Report as indicated in plan.			
		Staff Transfer Volunteers						
		Plan						
11	96	. Employees at any school will be permitted to voluntarily transfer to a school which is racially imbalanced and where the employee would increase the minority position. These transfers must be accomplished in accordance with the guidelines set forth under this paragraph of the Plan.	7.08.10 7.08.08 7.08.10 7.08.11	13 17 17 17	1. Report of voluntary transfers by race, by school.	Annual		
		Elementary School Staffing						
		Plan						
11	97	. The racial mix of teachers and other staff in each school must be ascertained and noted if the mix falls below the 30% minimum required by the Plan.	-	-	See report for item 91.			
11	98	. The procedures required for achieving a racial rebalancing among the schools are detailed in Paragraphs 2 through 5 of this section of the Plan.	-	-	Not Applicable.			
		Secondary School Staffing						
		Plan						
11	99	. The same requirements and procedures as set forth under "Elementary Schools" are applicable to the employees of the secondary school system.	-	-	Not Applicable.			

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Reference Page	Reference Item	Attachment I Excerpt	MBO Reference Item	MBO Reference Page	Desired Report - Description	Frequency	Type	Date Available
		General Staffing Provisions						
		Plan						
11	100	. The Union will be notified by phone of the availability of the updated position vacancy list.	-	-	Not Applicable.			
11	101	. Schools with a racially imbalanced staff must be identified and a list of such schools must be posted in each school by April 1 of each school year.	7.08	13-17	Copy of list posted.	Annual		
11	102	. A notification of disqualification must be sent to each employee who is not qualified for the position requested. This notice must include a description of the review procedure and a time limit for filing a request for review.	-	-	Summary report on disqualification notices sent.	Annual		
		Nonintegrated Clusters						
8	103	. The students in grades 6-8 in those overcrowded attendance areas are to be transported to middle schools in other clusters which have space available.			1. Report on number of students, grades 6-8 transported to other clusters due to overcrowding.	10/1 & 2/1		
		Schools not in Clusters						
10	104	. Clay school will continue to serve students in kindergarten-grade 8.			Not Applicable.			
		. Peabody School, which will serve students in kindergarten-grade 8, will have access to quality instructional programs and all of the services that will be provided for schools that are in clusters.			1. List of services provided to Peabody, including regular classes, industrial arts, home economics, special education, Title I, enrichment programs, library, science labs, other federally funded programs.	Annual		
		Student Assignments						
11	105	. Kindergarten children are assigned to their middle school whether it is a primary or middle school, but are not included in the calculation of racial percentages.			1. Procedure for assignment.	Annual		
	106	Special education students were assigned to a school within the cluster in which they live whereever space permitted.			1. Procedure for assignment.	Annual		
	107	If, during any school year, a student changes his/her residence to an area served by a different school, such student shall have the option of completing the school year in that original school of assignment. The district would provide a bus pass for such student.			Not Applicable			

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Reference Page	Reference Item	Attachment I Excerpt	MBO Reference Item	MBO Reference Page	Desired Report - Description	Frequency	Type	Date Available
		Transportation						
11 12	108	. Any student currently transported for overcrowding to a school which will be in an integrated cluster shall continue to be transported to such integrated school in 1980-81...To the extent that children exercise this option, the enrollment at the integrated cluster schools will be adjusted to insure that such school remains within the 50-70% white target level.			1. Provided by school board in revisions to plan.			
		Magnet School Programs						
24	109	. The Community Involvement Office is actively involved in recruiting community participation through long-range media campaigns designed to inform the public about the Magnet School programs. They also solicit the involvement of parents in the implementation of Magnet programs.			1. Summary report by Community Involvement Office.	Annual		
	110	. The Curriculum Development component for all magnet schools is designed to provide a comprehensive program of coordinated services to teachers in each magnet school. The services include inservice training and technical assistance to teachers engaged in curricular and instructional improvement projects.			Formal written report by Curriculum Development Component.	Annual		
		Classical Junior Academy						
	111	. The Classical Junior Academy will meet the needs of students who are exceptionally gifted or talented. An extended, enriched curriculum covering all basic curricular areas will be provided these students.			Number of students by class by race.	Biannual		
		Magnet School Enrollment						
30	112	. Students who were enrolled in a magnet school during 1979-80 shall have the option of continuing in the same magnet school in 1980-81 and thereafter.			Not Applicable.			
	113	. After 1980-81, students who wish to enroll in a magnet school for the first time or who wish to transfer to another magnet school shall be allowed to do so if the student's enrollment satisfies racial balance guidelines and also reduces racial isolation at the regular school the student would otherwise attend. The latter restriction shall not apply, however, to a school age resident child who would be in the extreme minority (at least 90% of the opposite race) in the regular school said child would otherwise attend.			Not Applicable.			

July 30 Report Reference Page	Item	Attachment I Excerpt	MBO Reference Item	Page	Desired Report - Description	Frequency	Type	Date Available
31	114	. Students who are enrolled in a magnet school in 1980-81 or thereafter shall have the option, in each succeeding year, of continuing in the same magnet school.			Not Applicable.			
	115	. Students who graduate from a magnet elementary school in 1979-80 or thereafter shall have the option of attending the magnet high school which has a specialized program of the same type.			Report on analysis of requests, by school on magnet and nonmagnet students who applied for entry.	Annual		
		Recruitment and Counseling Center						
31 32	116	. Six new magnet school programs will begin in September of 1980.			Formal written report describing six programs.	Biannual		
	117	. Several new specialty programs will be developed and implemented.			Formal written report on enrollment by race, by program.	10/1 & 2/1		
	118	. All prospective applicants for the new and expanded specialty programs will be referred to the Recruitment and Counseling Center. Students changing schools because of a change within the city and all students entering the schools because of a move to the city will also be referred to the Recruitment and Counseling Center before enrolling in any St. Louis Public School.			Covered in report for item 9.			
		New and Expanded Specialty Programs						
39	119	. Enrichment/Extended Learning Laboratories will provide additional resources to strengthen the educational programs of those schools remaining nonintegrated. A variety of options including Basic Skills Labs, Reading Resource Labs, Writing Skills Labs and Science Labs will be offered. Each school will select one or two labs for implementation. These selections should be made so that no conflict occurs with Title I services in the school...A diagnostic/prescriptive teaching model will be used. ...The basic elementary curriculum should be strengthened in two directions: basic skills enrichment for pupils with academic deficiencies and extended learning experiences for those achieving at or above grade level.			1. Number and name of enrichment programs by school. 2. Selection criteria by school. 3. Number of labs actually implemented by school. 4. Number of teachers and aides by program, by school.	Annual Annual Biannual Annual		
40	120	. Secondary Enrichment Labs will be established in all nonintegrated high schools to provide additional educational resources for strengthening skills of students in nonintegrated schools. A variety of secondary Enrichment Lab programs will be available for selection. These options include Basic Skills Labs, Reading Resource Labs, Math Resource Labs, Science Resource Labs, and Writing Skills Labs.			See Item 119 above.			

July 30 Report Reference Page	Item	Attachment I Excerpt	MBO Reference Item	Page	Desired Report - Description	Frequency	Type	Date Available
41	121	. The Classical Academy will provide for gifted and/or talented high school students a rigorous instruction program that assures coverage of the liberal arts and sciences within an atmosphere of exploration and growth. Instruction will be intensive and high standards for classwork, homework, individual and team projects will be maintained. Students will follow a program that leads to extensive preparation for college...			1. Number of students by class by race. 2. Formal report describing the Classical Academy curriculum.	Annual Biannual		
43	122	. At regularly specified times during the school years paired schools/classes (nonintegrated and integrated) will share buses and activities during cooperatively planned field trips.			1. Report on planned activities.	Annual		
45	123	. The School Partnership Program has three components: business, higher education, and cultural. In the business component, businesses will pair with ten regular high schools, 19 specialty/ magnet programs, and 25 middle schools. Once paired, each pairing will develop and implement two-four joint programs.			1. Formal written report on school partnership program and results, how many and which schools, what activities.	Annual		
46	124	. Both the higher education and cultural institutions will pair with 20 different schools or school programs. Like the businesses, the 40 pairings will develop an implement two-four programs per pairing.			See Item 123 above.			
	125	. The Parental Involvement Program will provide for parents instructional experiences that will improve parental skills, experiences including skills that help children improve in school work, field trip experiences that will provide suggested activities for parents and children, recreational activities that will enhance the life style of parents and seminars to increase knowledge of available community resources. One Parental Involvement Program Center will be established for each cluster of schools.			1. Report on number of parents involved by school. 2. Formal written description of the parental involvement program.	Annual Anual		
48	126	. Desegregation Instruction courses at the elementary level and a Unit of Study at the secondary level will be provided.			Formal written report by appropriate department.	Annual		
		Staff Assignments						
52	127	. Personnel shall be assigned in such a way that the total certificated staff at each school in the system will be between 30% and 70% black at the beginning of the 1980-81 school year.			Provided by report for Item 33			
		Transportation						
58	128	. Transportation will be provided for after-school activities in middle schools and high schools and for field trips for all schools.			1. Schedule of after-school activities showing number of students by race transported.	Annual		
59	129	. Transportation will be provided for high school students involved in mandatory integration who live more than two miles from their assigned schools.						
		Involvement of Suburban School Districts						
	130	. Tuition of county students will be paid through ESAA funds.			Not Applicable.			

APPENDIX 2

SPECIAL EDUCATION STUDENTS
BY SCHOOL, TYPE, RACE
AS OF OCTOBER 21, 1980

AREA I

LOCN CODE	HIGH SCHOOL	S. T. E. P. B	S. T. E. P. W	TOTAL
0300	Northwest High	107	0	107
0400	Soldan High	33	12	45
0450	Southwest High	18	8	26

LOCN CODE	ELEMENTARY SCHOOL	B.D. B	B.D. W	L.D. B	L.D. W	E.M.R. B	E.M.R. W	SIGHT CONSERVATION B	SIGHT CONSERVATION W
2770	Cook Middle	5	0	0	0	0	0	0	0
2507	Hamilton Br. 1 & 2	0	0	0	0	0	0	0	0
3587	Cook Br.	0	0	0	0	0	0	0	0
4350	Hempstead	6	0	13	0	23	0	0	0
6030	Mitchell	0	0	6	0	28	0	0	0
6035	Mitchell Br.	0	0	0	0	0	0	0	0
3100	Dewey Middle	26	0	12	14	0	0	0	0
4250	Hamilton	5	4	5	11	15	2	7	2
6600	Roe	0	0	0	0	0	0	0	0
3830	Ford Middle & Br.	0	0	10	0	40	0	0	0
6250	Nottingham Middle	0	0	5	11	0	0	0	0
5200	Lindenwood	0	0	0	0	0	0	0	0
5310	Stowe Middle	0	0	0	0	0	0	0	0
1150	Arlington	0	0	16	0	18	0	0	0
5050	Laclede	5	0	10	0	24	0	0	0
1050	Adams	3	2	0	0	10	9	0	0
3500	Emerson	0	0	0	0	0	0	0	0
6415	Clark Br. 2	0	0	0	0	0	0	0	0
7280	Walbridge	2	0	9	0	27	0	0	0
5010	King Middle	8	0	7	0	32	0	0	0
4500	Herzog & Br.	0	0	0	0	0	0	0	0
5180	Langston Middle	0	0	16	0	14	0	0	0
4200	Gundlach	0	0	0	0	0	0	0	0
5188	Hempstead Br. 1	3	0	0	0	0	0	0	0
7320	Walnut Park	4	0	0	0	0	0	0	0
7325	Walnut Park Br.	0	0	0	0	0	0	0	0
6150	Mullanphy Middle	0	5	1	9	0	0	0	0
1900	Buder	0	0	2	17	7	9	0	0
6300	Oak Hill	0	0	0	0	0	0	0	0
6900	Sherman	5	9	6	4	8	5	0	0

SPECIAL EDUCATION STUDENTS
BY SCHOOL, TYPE, RACE
AS OF OCTOBER 21, 1980

AREA II

LOCN CODE — HIGH SCHOOL

S. T. E. P.

	B	W	TOTAL
Beaumont High	86	0	86
Roosevelt High	61	26	81
Sumner High	80	0	80

LOCN CODE — ELEMENTARY SCHOOL

		B.D.		L.D.		E.M.R.		SIGHT CONSERVATION	
		B	W	B	W	B	W	B	W
3600	Fanning Middle	5	3	0	0	0	0	0	0
2350	Clark	0	0	7	1	19	10	0	0
5650	Mann	10	7	1	7	0	0	0	0
4100	Grant Middle	0	0	4	8	7	17	0	0
6800	Shenandoah	2	7	0	0	0	0	0	0
7800	Wyman	0	0	2	5	5	16	0	0
4170	Hickey Middle	1	0	5	0	20	2	0	0
5190	Lexington	0	0	0	0	0	0	0	0
5350	L'Ouverture	0	0	0	0	11	14	0	0
4050	Garfield	0	0	0	9	0	15	0	0
4550	Hodgen	1	6	8	7	14	15	0	0
5950	Sigel	0	0	0	8	5	10	0	0
7000	Simmons Middle	0	0	0	0	0	0	0	0
1850	Bryan Hill	4	0	6	0	38	2	0	0
2800	Cote Brilliante	0	0	0	0	0	0	0	0
7100	Stevens Middle	5	0	9	0	45	0	0	0
2650	Cole	3	0	5	0	13	0	0	0
3750	Field	0	0	0	0	0	0	0	0
6700	Scullin	0	0	0	0	0	0	0	0
7160	Turner Middle & Br.	0	0	0	0	17	0	0	0
1300	Ashland	0	0	17	0	60	1	0	0
5700	Mark Twain	8	0	7	0	35	1	0	0
5710	Mark Twain Br.	0	0	0	0	0	0	0	0
3800	Marshall & Br.	0	0	0	0	23	0	0	0
7400	Washington Middle	0	0	14	0	22	0	0	0
2400	Clark Br. 1	0	0	0	0	0	0	0	0
2850	Cupples	0	0	10	0	14	0	0	0
7660	Williams Middle	0	0	0	0	0	0	0	0
2200	Carver	0	0	0	0	0	0	0	0
3650	Farragut	7	0	0	0	0	0	0	0
7665	Williams Br. 1	0	2	0	0	0	0	0	0

SPECIAL EDUCATION STUDENTS
BY SCHOOL, TYPE, RACE
AS OF OCTOBER 21, 1980

AREA III

LOCN CODE	HIGH SCHOOL	S. T. E. P.		
		B	W	TOTAL
0150	Central High	71	1	72
0200	Cleveland	23	17	40
0250	McKinley High	52	28	80
0550	Vashon High	54	0	54

LOCN CODE	ELEMENTARY SCHOOL	B.D.		L.D.		E.M.R.		SIGHT CONSERVATION	
		B	W	B	W	B	W	B	W
1750	Blewett Middle	0	0	7	1	30	0	0	0
3450	Eliot	0	0	6	1	27	4	0	0
4900	Jackson	0	0	7	4	10	4	0	0
4950	Jefferson	11	1	10	1	45	0	0	0
1800	Blow Middle	0	0	0	0	0	0	0	0
4450	Henry	0	0	1	1	9	3	0	0
7760	Woodward	5	14	1	16	2	15	0	0
2250	Clinton Middle	4	5	7	6	16	14	0	0
3950	Froebel	0	0	0	0	0	0	0	0
6000	Meramec	0	0	0	0	0	0	0	0
2750	Columbia Middle	0	0	0	0	27	1	0	0
2100	Carr Lane	0	0	0	0	0	0	0	0
3350	Dunbar & Br.	0	0	11	0	0	0	0	0
4850	Irving	0	0	0	0	30	1	0	0
5250	Long Middle	1	7	0	6	0	0	0	0
1500	Banneker	13	0	7	1	26	0	0	0
6650	Scruggs	0	8	2	22	2	21	0	0
7680	Windsor	2	15	0	17	0	9	0	0
7520	Webster Middle	0	4	4	12	6	17	0	0
5150	Lafayette	0	0	0	0	0	0	3	2*
6850	Shepard	0	0	0	0	9	6	0	0
6200	Yeatman Middle	7	0	0	0	0	0	0	0
1450	Baden	0	0	0	0	0	0	0	0
4300	Harrison	0	0	0	0	0	0	0	0
5400	Lowell	0	0	0	0	0	0	0	0
2450	Clay Elementary	9	7	4	10	17	9	0	0
6350	Peabody Elementary	3	0	8	0	16	0	0	0

*Speech impaired class

SPECIAL EDUCATION STUDENTS
BY SCHOOL, TYPE, RACE
AS OF OCTOBER 21, 1980

AREA V

LOCN CODE — HIGH SCHOOL

S. T. E. P.

	B	W	TOTAL
0650 O'Fallon Technical	91	8	99

SPECIAL SCHOOLS

	B.D.		L.D.		E.M.R.		UNSPECIFIED	
	B	W	B	W	B	W	B	W
Continued Education					7	0	184	0
Children's Study							13	8
Gallaudet	Hearing Impaired						59	25
Griscom							50	34
Michael					36	11	47	28
Hospital Schools							27	16
Missouri Hills	2	1	1	1	6	0	17	6

November 12, 1980

NUMBER OF OPEN POSITIONS

a. SECONDARY TOTAL ~~27~~ 26

1	8219	Foreign Language
2	8208	S.T.E.P.
~~1~~ 2	8211	Industrial Arts
12	8212	Math
6	8214	English
2	8214J	Journalism
2	8215	Science

b. ELEMENTARY TOTAL 23

4	8211	Industrial Arts
7	8121	Vocal Music
1	8123	Speech Correction
5	8122	Art
3	8120	Physical Education
2	8106	Counselor
1	8107	Reading Specialist

OPENINGS BY SCHOOL

a. SECONDARY

AREA I

Northwest

1	8212	Math
1	8214	English (permanent sub in this position)
1	8211	Industrial Arts

Southwest

1	8212	Math
2	8214	English

AREA II

Beaumont

~~1~~	~~8211~~	~~Industrial Arts~~
1	8212	Math
1	8219	Foreign Language

Roosevelt

1	8212	Math (will use 7-9 certificate)
2	8214	English

Sumner

1	8212	Math (will use 7-9 certificate)

AREA III

Central

1	8212	Title I Math

Cleveland

1	8214	English
1	8214J	Journalism
2	8212	Math
1	8215	Science

McKinley

1	8214J	Journalism
1	8212	Math
1	8212	Math - Title I

Vashon

1	8212	Math
2	8208	S.T.E.P.

AREA IV

VPA High School

1 8215 Science

Metro

.3 Speech Correction

Continued Education

.3 Speech Correction

O'Fallon

1 8212 Math

b. ELEMENTARY

AREA I

KING

1 8111 Industrial Arts
.5 8121 Vocal Music

Stowe

1 8122 Art
.5 8121 Vocal Music

Ford

.5 8121 Vocal Music
1 8111 Industrial Arts

Langston

.5 8121 Vocal Music

Lindenwood

.3 8121 Vocal Music

Mullanphy

.3 8121 Vocal Music

Gundlach

1 8122 Art

Arlington
.5 8122 Art

Hamilton Branch II

.5 8122 Art

Oak Hill

.3 8121 Vocal Music

AREA II

Williams

1 8111 Industrial Arts

L'Ouverture

.4 8122 Art

Ashland

.6 8122 Art

Williams Branch

.4 8122 Art
.4 8121 Vocal Music

Field

.6 8122 Art
.6 8121 Vocal Music

Garfield

.6 8121 Vocal Music

Carver

.4 8121 Vocal Music

Simmons

.5 8121 Vocal Music
.5 8120 Physical Education (permanent sub in this position)

Stevens

.5 8121 Vocal Music
.5 8120 Physical Education (permanent sub in this position)

AREA III

Clay

.5 8121 Vocal Music

Lowell

.5	8121	Vocal Music

Blow

1	8107	Reading
1	8106	Counselor

Columbia

1	8106	Counselor

Yeatman

1	8111	Industrial Arts

AREA IV

Shaw

.5	8120	Physical Education

Enright

.5	8120	Physical Education

Madison

.5	8120	Physical Education

Waring

.5	8120	Physical Education